

Midwest Conference on Differentiated Instruction

July 21, 2012 - July 25, 2012

MA11 Anchor Activities for the DI Classroom (Gr. 6-12)

Marsha Spears

All resource materials not specifically identified as being reprinted from another source is copyright © 2012 by Marsha Spears.
You may not distribute, copy, or otherwise reproduce any of this material for sale or for commercial use without written permission from the author.



Bring SDE presenters to your school!

SDE can bring customized training directly to your school.
For more information call SDE's Professional Development Specialists at
1-877-388-2054 or visit **www.SDE.com/onsitetraining**

What are Anchor Activities?

- Respectful activities that students can work on while the teacher is working with other groups.
 - Should be curriculum based.
 - Should be engaging for all students.
- The activities should be meaningful and tied to the content and instruction.
 - Not just more work sheets or busy work.
 - Should deepen the students understanding of a given content area.
 - Should be differentiated to meet the needs of all students
- Anchor activities should send the message to the student that learning in the classroom is a continuous process.

When Do You Use Anchor Activities?

- To begin the day.
- When students have completed an assignment.
- When students are stuck and waiting for help.

Using Anchor Activities to Create Groups

- Teacher has the whole class work independently and quietly on the anchor activity.
- Flip-Flop
 - 1/2 of the class works on the anchor activity
 - 1/2 of the class works on a different activity or with the teacher.
- Thirds
 - 1/3 works on an anchor activity.
 - 1/3 works on a different activity
 - 1/3 works with the teacher-direct instruction/remedial

Possible Anchor Activities

- Writing Journals
- Response Logs
- Tic-Tac-Toe
- R.A.F.T.
- Cubing
- Independent reading
- Independent projects/studies
 - Compacting
 - Menu
 - Agenda
- Content-related reading
- Reading games/activities
- Word Games/activities
- Keyboarding practice
- Listening stations
- Art-making art or illustration current academic work
- Book making

Journals

- Engagement in the reading/writing process.
- Encourage drawing
 - Let children talk about drawing in a tape recorder and then play for the class.
- Great way to start a class discussion.
- No fear of grading.
 - Don't worry about mechanics/spelling
- Teachers need to take antidotal records when reading/responding to journals.
- Introducing Journals
 - Share different types of journals
 - Personal
 - Travel Journals
 - Biography based Journals
 - Journals in Science/Socials Studies
 - Model for children—many, many times !
 - Journals As Classroom Responses
 - Letters to the Teacher
 - Learning Logs
 - Summarize lessons
 - React to classroom activities
 - Observational
 - Ask Questions
 - Reflections
 - Tri-Fold
 - Double Entry Journals

Children Reading Independently

- A well balanced classroom has independent reading for a minimum of 25 minutes per day.
- Need three parts for independent reading:
 - Instruction
 - Practice on the skill
 - Practice on the whole thing.
- Compare these three parts to an athletic event for children.
 - Take tennis lessons
 - Practice the skill –backhand, serve etc.
 - Play tennis
- Some teachers use a timer to begin and end the independent reading time.
- Children do not move around during the independent reading time.
- Children select “choice” what they will read.
- Wide variety of reading materials.
- Teachers need to conference weekly with each child on their independent reading.
- Children need a time after reading to share or “talk” about their reading.
- Children should respond in writing a minimum of once a week in writing to what they have read.
 - Book logs
 - Tri-folds
 - Quick Writes

Response Logs

- Quick writes
- Two-column notes
- Letters to the teacher
- Tri-fold responses
- Journaling

Listening Stations

- **Fluency/Listening Check**
 - Every month the children read into a tape recorder something they have written.
 - Teacher listens and evaluates the fluency/writing each month.
 - Last week of April:
 - Read a poem in the tape recorder about Mother and then finishes with the statement, "The Thing I Love About My Mother The Most Is...."
 - The children make a Mother's Day card and place the recording in the card.

A SURE FIRE WINNER !!!!!

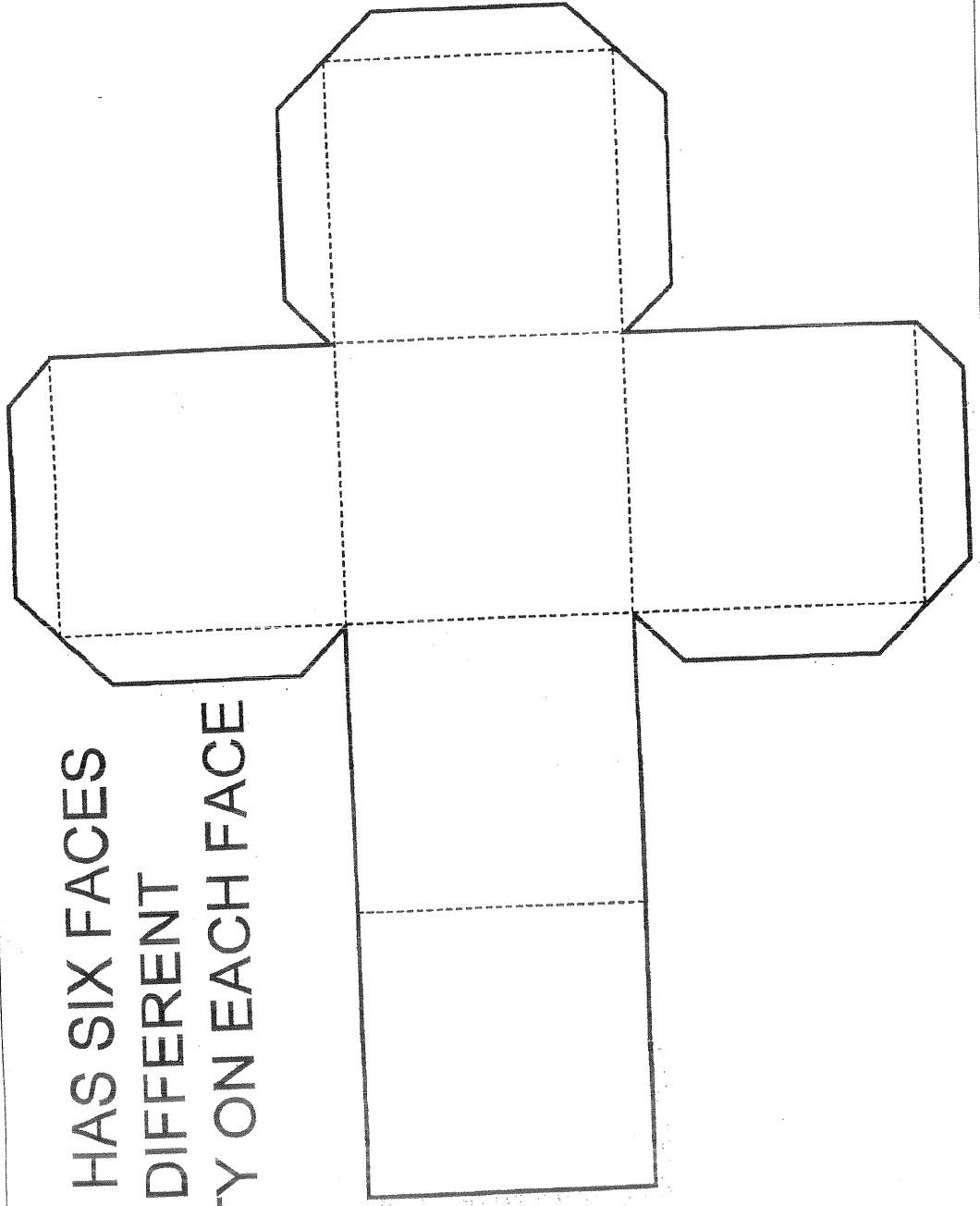
Tic-Tac-Toe

Task 1	Task 2	Task 3
Task 4	Student Choice (Task 5)	Task 6
Task 6	Task 7	Task 8

Cubing

- Cubing is a way to explore all sides of a topic. You hear people say all the time that “There is more than one side to an issue.” Cubing is a way to visually see an issue’s different sides.
- How to Cube
 - Step One
 - Introduction of the topic
 - Step Two
 - Students explore the topic from six sides
 - Describe it
 - Compare it
 - Associate it
 - Analyze it
 - Apply it
 - Argue for or against it
 - Step Three
 - The process can then be elaborated through writing assignments, essays etc.
- Works well for
 - Spelling
 - Numbers
 - Math
 - All skill area
 - Concepts
 - Vocabulary

A CUBE HAS SIX FACES
WITH A DIFFERENT
ACTIVITY ON EACH FACE



R.A.F.T.

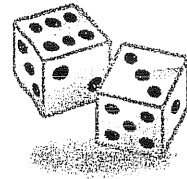
- What is it ?-A strategy that allows students to integrate reading and writing by using the knowledge that they know about a given subject to create a new product.
- What does it mean ?
 - Role
 - The role the student will assume.
 - Audience
 - Who should the students consider as the audience for the product?
 - Format
 - What is the best product that will demonstrate the students' understanding of the interactions with the text?
 - Topic
 - This is the when,who, and what that will be the focus/subject to the final product.

R.A.F.T. Activities

Role	Audience	Format	Topic
Plant	Rain	Thank-You note	Rain's role in growth
Decimal	Fraction	Love letter	Explain our relationship
Heart	French fries	Complaint	Effect of fat in diet

Source: Santa,C. Content Reading Including Study Systems.,Dubuque,IA: Kendall/Hunt (1988).

Think Dots



- The think dots are made up of six cards that are hole punched in the corner and fastened by a ring.
- These dots match the configuration of a die.
- On the back of the card is a question or task that the students are asked to perform.
- Implementation
 - The teacher selects the material that needs to be covered in developing the items on the card
 - The teacher assigns the students to their group
 - Students roll the dice and do the activity or task that matches the number on the dice.
 - Students then record their answers on the activity log. They can also attach any additional information that they feel is needed.

T-Notes

- As students are reading an assigned text, they will begin to take T notes as they read:
 - Writing down facts that they want to remember and then doing a drawing to illustrate their facts.
 - A final summary is then written.
 - The text selection should be differentiated according to the needs of the children.

How will the Anchor Activity Be Assessed?

- Points
- Rubric
- Checklist
- Random check
- Percentage
- Portfolio check
- Teacher/Student Conference

List of Related Citations

Anchor Activities

Presented by Staff Development for Educators

Marsha Spears, M.ED.

Benjamin, Amy. (2002) . *Differentiating Instruction: A Guide for Middle and High School Teachers*. Eye on Education.

Mager, L (2000). "Reaching All Children through Differentiated Assessment: The 2-5-8 Plan." *Gifted Child Today*, 23 (3), 48-50.

Thomlison, Carol Ann.

Fulfilling the Promise of the Differentiated Classroom, ASCD, 2003.

How to Differentiate Instruction in Mixed-Ability Classrooms, ASCD , 1995.

The Differentiated Classroom: Responding to the Needs of All Learners, ASCD, 1995.

Winebrenner, S. (2001) *Teaching Gifted Kids in the Regular Classroom*. Minneapolis: Free Spirit Publishing.